Self-Efficacy, Adjustment and Job Satisfaction among Bilingual and Multilingual Senior Secondary Teachers

SHORT SYNOPSIS

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Certificate

I hereby declare that the short synopsis –*Self-Efficacy, Adjustment And Job Satisfaction Among Monolingual And Multilingual Senior Secondary Teachers: A Comparative Study* being submitted in fulfillment of the requirement for the degree of Doctor of Philosophy in Psychology under faculty of Behavioral and Social Sciences of Manav Rachna International Institute of Research & Studies, Faridabad during the academic year 2023, is a bona fide record of original work carried out under the supervision of Dr. Priyanka Tiwari and Joint supervision of Dr. Harpreet Bhatia and has not been submitted in full or part to any other university or institute for degree or diploma. Further, it is certified that the short synopsis is plagiarism free and proof has been submitted.

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ABSTRACT

The present study was made to investigate the difference between linguistic styles (monolingual and multilingual) and self-efficacy, adjustment and job satisfaction among senior-secondary school teachers. Three scales will be adopted and applied in the study whose names are- i) Mangal Teacher Adjustment Inventory by S.K. Mangal ii) Self – Efficacy scale for Teachers by Sushma Talesara and Farzana Irfan.iii) Teacher's Job Satisfaction Scale by Nidhi Madan and Umender Malik. iv) Demographic Data Sheet. 200 multilingual and monolingual senior-secondary teachers will be the sample from NCR. For the purpose of analysis of the data descriptive analysis, comparative analysis and regression analysis will be done. In descriptive analysis, mean and standard deviation will be calculated. For comparative analysis, t value will be assessed and regression, analysis will be done to observe which variable has maximum impact on the outcome as well as to assess the role of multilingualism as a mediating factor. The analysis will be done using the latest version of SPSS.

Keywords: Bilingual, Multilingual, Self-efficacy, Adjustment, Job satisfaction

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Plagiarism Report

1. INTRODUCTION

1.1 Language

Language is an intricate form of communication that includes words and systematic rules to organize them. As language conveys information from one person to another, not all forms ofcommunication rely solely on it. Different animals communicate with one another in differentways. Some are able to do so through postures or movements, while others use vocalizations- some even using smell! Language can be a complicated system for communicating ideas between people – although communication can also use ways beyond mere language, like gestures and body language. Noam Chomsky is one of the pioneers in the field of language. He's the most influential twentieth century language, and he's widely regarded as a theoretical linguistic expert today. For his special linguistic philosophy, he's very popular. Transformation Generative Grammar Theory (TGG) is a revolutionary development in linguistics that focuses on the capacity to construct sentences using language (or Universal Grammar). Chomsky argued that language faculty is inherent in the human brain because of its biology, and that TGG attempts to determine what a speaker actually understands. According to Chomsky, the mind is active during the learning process of a language. His theories are characterized by in-nativity and mentalism, which have put him in opposition to behaviorism, which was prevalent in the 20th century. Chomsky overturned behaviorism; stimulus-response theory was abandoned in favor of cognitive psychology. Today, Chomsky revolution is considered one of the most significant developments in linguistics. The Chomskyan hierarchy is a branch of this philosophy.

Universal Grammar, as formulated by Chomsky, is a body of rules and conditions that are innate to all languages and constitute the foundation of human language; every human being is aware of the language he or she speaks. The fundamental structure of all languages is laid out in the UN General Assembly rules (Chomsky,1976;cook & newson, 1996; fromkin, rodman and hyams, 2007). According to UG theory, exposure to external factors determines how quickly a language can be learned. Without universal language knowledge, learning is impossible.

Chomsky posits that human infants are born with innate language skills that are universal to all languages and enable them to acquire a specific language from their surroundings. According to Chomsky, the language faculty is inherent in our genetic makeup.

Through language, humans are able to convey their thoughts and feelings. This is not the case for all animals that may rely more on animal sounds or body movements instead of words when communicating with one another (Corballis & Suddendorf 2007). However, it has been proven that human beings have developed unique communication skills which allow them to interact with other members of their species in ways unparalleled by any other creature (Tomasello & Rakoczy 2003).However, it has been proven that human beings have developed unique communication skills which allow them to interact with other members of their species in ways unparalleled by any other creature (Tomasello & Rakoczy 2003). Language is a powerful tool to express feelings and thoughts. The words that you use are important in imparting meaning, so it's crucial to have the right vocabulary. Language is a delicate balance of different components - lexicon (vocabulary) and grammar (rules language usage) (Fernandez & Cairns 2011). The past tense of most English verbs is indicated by the addition of a "-ed" at the end. The formation of words involves the addition of various phonetic elements that make up the spoken language. One such element is the acronym phoneme.

The different languages have their own unique sets of phonemes and they can be as diverse as contrasting sounds like —ah vs. -eh. The art of speaking, also known as vocalization, is a way for people to communicate. It was used from the very beginning of history in many cultures worldwide and it continues to be used today! Vocalizations are made up from so called phonemes which can be joined together into morphemes that convey meaning. Such words or phrases like -I are both a morpheme and phonemes. If one wants to speak English then it would mean using semantics (the procedure by which we perceive meaning) with syntax (a language's grammar). Syntax is defined as the way words are structured into sentences (Chomsky, 1965; Fernandez & Cairns, 2011). These rules can be used to form new and creative ways of communicating information about concepts that may be abstract or concrete, one that's directly visible (i.e., an environment) as well as what lies under a surface you cannot see (such as planets' surfaces). From sharing intimate thoughts with others to discussing plans for the future. Syntax isn't just used in writing but also speaking which allows us to communicate our ideas clearer than if we didn't have any language at all! Languages are diverse and unique on their own when put up against other forms of communication, but have one thing in common: the ability to relay different types of information.

1.2 Self-efficacy

In his research and theorizing about self-efficacy, Albert Bandura1977, 2000 captured the importance of positive thinking is well-known. Having a positive outlook on one's own capabilities and effectiveness can have a positive impact on one's life (Bandura et.al;1999;Maddux and Gosselin,2003). Studies have shown that children and adults who experience a strong sense of self-worth are more resilient, less stressed, and less likely to experience depression. Furthermore, these individuals are more likely to lead healthier lives and are more likely to succeed in school.

We set ambitious targets and keep working when we face difficulties, because of our self- efficacy. Over a hundred studies have shown that occupational productivity is predicted by worker self-efficacy, according to Stkovic & Luthans, 1998. A strong sense of personal efficacy leads to workers being calm and looking for solutions instead of dwelling on their inadequacy when problems arise. It is competence coupled with continued effort that equals achievements, leading to increased self-confidence. Even small acts of self-efficacy can havea big impact on behavior.

In a study conducted by Becca Levy (1966), 90 elderly individuals were subliminally exposed to words that evoked either a negative or positive image of aging. It was found that elderly people in China, where there is a higher prevalence of positive images of aging and memory capacity may be higher, appear to experience a lower rate of memory decline compared to elderly people in the West (Schacter et al.,1991).

1.3 Adjustment

The dictionary term "adjustment" means to fit, make appropriate, modify, adapt, prepare, amend, harmonize and act as a correspondent. So, if we make an adjustment between the two things, one of them will be adapted or modified to fit with the other. The concept ofadjustment was initially a biological one and was a comer stone in Darwin's theory of evolution (1859). The term "adaptive" is usually used in biology. Darwin argued for the survival of organisms capable of adapting to the dangers inherent in their physical world. Thebiological adaptation problem continues to be addressed by biologists, and many human diseases are caused by the transition to the stresses of life.

Adjustment is defined by psychologists as the process of balancing a conflicting need, or needs

which are difficult to meet due to environmental constraints. Humans and animals are adjusting to their surroundings on a regular basis. The adaptation to the environment is one ofthe key aspects of a well-adapted individual.

Generally, the adjustment process consists of four components: (a) a strong, persistent need or motive; (b) the disruption or non-conformity of this need; (c) varied activity or exploratory behavior that is accompanied by problem solving; and (d) a response that eliminates or reduces the initiating stimulus, completing the adjustment process.

Similar to physiological adjustment, societal and cultural adjustments are also involved.People strive to be content with their surroundings, so that emotional needs such as love or support are met through the social networks they live in. They impel interpersonal interaction with a view to meeting those needs when they arise, in particular at new or changed location.

1.4 Job satisfaction

Job satisfaction is a way of thinking about how you feel about your job or experience, and it's based on things like how you feel about yourself, your work, and how you evaluate it. According to Locke, it's a state of being that makes you feel good about your work or experience.

The employee's perceptions of how well his job provides the things they view as important contribute to a sense of employment satisfaction. The most important and frequently studied attitude of workers in organizational behavior is generally recognized as satisfaction with work. There are three broadly accepted dimensions to job satisfaction. First of all, a feeling ofjob satisfaction is an emotional response to the employment situation. It is therefore impossible to ascertain; only an inference can be drawn. Secondly, how well the results come in line with, or exceed expectations, is frequently a determining factor for job satisfaction. There are several underlying attitudes on the subject of third dimension of employment satisfaction. Over time, there have been five key dimensions of work that have been definedas the most important attributes of a workplace where employees respond positively to stress: diversity of skills; task identity; task meaning; autonomy; and feedback.

An important concept in the study of work is how much we love our jobs and are satisfied with them. Employment satisfaction can lead to a variety of positive outcomes for both individuals and organizations, including improved performance, increased civic engagement, reduced self-

destructive behaviour, and decreased feelings of withdrawal. It is of course possible that there will be a change in job satisfaction. It is often possible to, and should change the work environment, for a number of reasons, e.g. by cutting back on excessive workload, higher levels of occupational autonomy, or introduction of practices designed to reduce conflict between workers and home. When a person considers his or her individual values and personalities during this process, these changes can be particularly effective at increasing job satisfaction.

2. REVIEW OF LITERATURE

This section will discuss the previous research conducted in the areas of self-efficacy, adjustment, and job satisfaction among teachers who are proficient at one or more languages.

2.1 Self-efficacy

A 2016 exploratory qualitative study was conducted by Tibi et al. examined English language learning among 176 native Arabic speaking pre-service teachers. Ten of the 176 participants were randomly selected for an in-depth interview to analyze their writing samples and assess self-efficacy in terms of academic English proficiency. The semi-structured interviews were used to explore participants' history of second language learning and their opinions on their own abilities and second language skills. The interviews showed that all participants had been engaged in English language learning since primary school; however, the majority of the Arabic and English classes were based on practical instruction with no meaningful or practical application. Respondents also reported a lack of proficiency in reading and writing in each language beyond school or cultural practice, a lack of understanding on topics relevant to English improvement, and a concern about the relevance of these topics for improvement. Due to these factors, self-efficacy in ESL learning has generally not been high.

In order to support multilingual children, as in California approximately 60% dual language learners are below the age of 5 years old, Zepeda M. in 2020 argue that early childhood teachers should be provided with training and resources for this purpose. To assess the credibility of teachers and their belief in five Early Learning Programmes, this comparison study is intended. The Five Early Learning Programmes include: (1) family childcare, (2)head start, (3) center-based care, (4) Dual language kindergarten classroom, and (5) a mainstream kindergarten classroom. To understand the opinions and competence of teachers as they teach DLLs (Dual Language Learners), a mixed methodology analysis including surveys, questionnaires and observation has been used. The teacher's background and knowledge of working with DLLs was covered in the interview. Furthermore, codes and thematic have been analysed in the transcript of interviews. Twelve questions on a scale of 5 points were given for the analysis of this survey. The study found that teachers of early childhood education are in urgent need of policy and institutional support, which will ensure their continued professional development to enable them to more effectively support Multilingual Children and Families.

The beliefs of teachers play a significant role in classroom teaching practices, according to another study conducted by Christion in 2023. This article presents the findings of the study,which examined the beliefs, practices and self-efficacy and the emergence of ideologies in
268 pre-service (PST) teachers who were preparing to teach in primary and secondary (Kindergarten-12; K-12) settings, who had recently completed a TLA(Teacher Language Awareness) course, and who were in the middle of their teacher education program. The threemain data sources were a language identification task (LIT), open-ended questions (OPQs), and teacher-generated instructional materials (TLA). The challenges of teaching in K–12 where SEI is the predominant model, working with EL (English Learners) and ML(Multilingual Learners) and developing TLA are addressed through four research questions that focus on PSTs' beliefs, perceptions, and self-efficacy and emerging ideologies.

There were 268 PSTs in the course over the course of six semesters. To get a better idea of how TLA training affects PSTs' beliefs, perception, self-esteem, and new ideas about how to teach MLs in K–12, and how it affects their multilingualism awareness and how it shapes their identity as teachers. To create TLA, they collected three kinds of data at the end of each course: written answers to five questions, language identification data, and a teacher-created instructional material task. According to the findings, pre-service teachers (PTS) have been stressed by the need to meet the multilingual linguistic and content requirements of a diverse learner population. The results revealed that the performance of language feature and teacher generated materials tasks (which are typical ESL tasks for MLs) was too low among PSTs who did not create instructional materials for the real-world classroom setting. It's no surprisethat multilingual students require training and a high self-efficacy.

2.2 Adjustment

In 2016, a study was done by Ahmad & Khan to look at how senior secondary teachers were adjusted based on their educational background, experience and geographical location. A simple random sampling method was used to collect data from a study involving 447 maleand female teachers in different secondary schools of the Eastern U.P. The Teacher Adjustment Inventory, created by S.K. Mangal to measure the adjustment of secondary education teachers, is a tool that has been tested in this study. Statistical methods: the mean, SD and THQ tests have been used to interpret this data in more detail. The results of the study indicated that there was no significant variation in the adjustment rate among secondary school teachers according to their educational background, experience and geographical location.

In 2018, Halder & Roy conducted a study in West Bengal exploring the relationship between teacher adaptability and school teachers' satisfaction with their jobs. In order to collect datafor this study, two scales—the Teacher Adjustment Scale (TAS) created by S.K. Mangal (2007) and the Job Satisfaction Scale (JSS) created by Singh and Sharma (1999) were used. 400 secondary school assistant teachers (256 men and 144 women) from three West Bengal districts were chosen at random to make up the study's sample. In order to determine relationships between the specified variables, a Pearson Product Moment method has been used. Analyzing the data, collected from the sample groups, it was found that there was positive co-relation (0.40) between teacher adjustment and job satisfaction.

In 2019, Upender Kumar carried out a study comparing the adjustment of Male and Female Secondary School Teachers. The sample consisted of all Secondary School Teachers of Government Schools in Haryana. The sample included Secondary School Teachers from two Districts of Haryana, namely Kaithal District and Kurukshetra District. A total of 200 Secondary School Teachers, comprising 100 Boys and 100 Girls, were randomly selected for the study. Mangal Teacher Adjustment Inventory' (MTAI, Revised in 2007) was used to assess teachers' adjustment was found to be significant at 0.05 level. It has also been found that male and female teachers were better adjusted from the mean scores.

2.3Job satisfaction

In 2018, Sahito and et.al carried out a study exploring the impact of language proficiency on job satisfaction and motivation for teaching teachers working in TESOL networks. In order to retain their positions within the department of education, a study has been carried out on teacher educators' linguistic skills and its effects on job satisfaction and motivation. Language learning and assessment in respect of four skills, e.g. listen, talk, read or write, are generally carried out on a regular basis. Speech and writing are called productive skills. Listening and reading are called productive skills. Listening and reading are receptive skills. The cognitive development of the teacher educator is directly linked to the ability to speak and write, and its proper use to be satisfied and motivated. Since narrative inquiry is a useful analytical tool in cognitive science, organizational study, know-how theory, sociological study and educational study, it was used for this study based on the collected data. To collect in-depth and fact-based data, 40 participants were recruited using a variety of perspectives and sampling techniques like snowmobiling/purposive sampling. This article also highlighted and interpreted the stories of eighteen TEs which have been used so far, when telling their story to an interviewer. The narratives and stories set out thoroughly the language skills of them, their satisfaction at work as well as their motivation. The figures showed that in the stories of Technical Experts, there is a wide variety of metaphors available to them which enable them to achieve their success, fulfillment and motivation for everyday life at work or organization. It also showed that with peaceful living in institutions and organizations, they had a very positive effect on the personal and family life of TE's who were dependent upon their knowledge, skills, abilities, expertise, experience and behavior.

According to a study by Madan (2021) work is the fundamental aspect of our lives and unhappiness can also hurt one's own life. Therefore it is of utmost importance for all parties, i.e. the staff and employers, to be satisfied in their respective jobs so as to help each other improve productivity and efficiency by assisting a given organization towards its maximum potential. Many factors that contribute to job satisfaction were taken into account by the researcher, namely personality traits and sense of humor, but in order to establish relationship between these variables and Job Satisfiedness as well as whether they had any significant influence on predicting happiness at work. In the Jhajjar, Rohtak, and Sonipat districts of Haryana, the researcher collected a sample size of 600 senior secondary school teachers, both male and female. Correlation and regression analysis techniques have been used as statistical tools to show that personality and the sense of humor are strongly

correlated with job satisfaction. The total difference between job satisfaction and happiness is 4.5%, as demonstrated by personality and sense of humor. In addition, when the personality level is raised by one unit, male teachers will have a 0.287 point increase in their job satisfaction compared to 0.076 points for females. Similarly, male and female teachers' satisfaction will increase by 0.143 units and 0.075 units respectively if a sense of humor is used for increasing one unit.

In order to evaluate teacher job satisfaction during COVID19, Kumar et al. (2021) conducted a study on an organizational climate for different streams of secondary school teachers. The study included 200 secondary school teachers from two districts of Punjab, India (100 arts, 100 sciences). Gender and locale were equally represented in the sample. Data collection was conducted using Teacher's job Satisfaction Scale by Madan & Malik (2019), and Organizational Climate Scale for Teachers by Singh (2015). The results of the study show that for both art and science teachers, occupational satisfaction are strongly correlated with organizational climate.

Crisci et al. 2022 found a correlation between teacher perceptions of the principal's leadership style and teacher job satisfaction. The study also looked at the type of teacher perception of the principal's leadership style, as well as the level of teacher job satisfaction at selected bilingual schools in Bangkok. Purpose of Study Purpose of study was to collect data from 68 international teachers at selected preferred Bilingual Schools in Bangkok. Data was collected in three sections: Multifactor Leader (ML) Short Form Minnesota Satisfaction (SQ) Questionnaire. In this study, statistical techniques were used to analyze data, including mean, standard deviations and Pearson correlations. The results indicated that the principal employed a transformational management style, as interpreted by teachers' perception of his leadership style. The correlation analysis revealed a strong correlation between the headmaster's management style and teacher job satisfaction score, with a positive correlation at 0.69 and a significant correlation at 0.01. To further investigate, this study suggests that managers of selected bilingual schools use the correlation analysis. The study helped teachers express their feelings without taking away from them, which could lead to better teacher job satisfaction.

3. RATIONALE OF THE STUDY

The trend in today's youth is to learn new languages. They take the view that one of the best things they can do in their spare time is to learn a new language. People who want to learn something new every day, whether it's new information about a job, a new language, is always successful.

It is not only the cognitive skills of the individual that are enhanced, but also the motivation of the person that is enhanced by the addition of knowledge and skills. People are increasingly interested in learning new languages as a result of the fact that we now live in a multilingual society and belie that doing so will make it easier to communicate with others. World is a global village is often –repeated adage. Knowing a second language can give one an advantage in an increasingly globalized world. Learning a second language can help one gain insight into other cultures in addition to increasing one's chances of getting a good job or moving up in their career.

Given that they effectively aid students in their learning, it can be said that multilingual teachers score highly on the self-efficacy dimension of the topic. Compared to monolingual teachers, they have a great understanding of their subject content and the ability to apply pedagogical knowledge in the classroom.

4. METHODOLOGY

Objectives:

1) To study the difference between linguistic styles (monolingual and multilingual) and self-efficacy, adjustment and job satisfaction among senior-secondary school teachers.
2) To examine gender differences, if any, in self-efficacy, adjustment and job satisfaction.
3) To assess the role of multilingualism as a mediating factor in self-efficacy, adjustment and job satisfaction among senior-secondary teachers.

4.2 Research Questions:

1) What is the impact of monolingualism, and multilingualism on self-efficacy, adjustment and job satisfaction among Senior Secondary teachers?
2) Are there any gender differences among Senior Secondary teachers in self-efficacy, adjustment and job satisfaction?

4.3 Hypotheses:

H1: There will be a significant difference between monolingual and bilingual teachers on self-efficacy.

H2: There will be a significant difference between monolingual and bilingual teachers on adjustment.

H3: There will be a significant difference between monolingual and bilingual teachers on job satisfaction.

H4: There will be a significant difference between male and female teachers on self-efficacy, adjustment and job satisfaction.

H5: Multilingualism is a mediating factor for self-efficacy, adjustment, and job satisfaction in senior school teachers.

4.4 Sample

Sample Size: A sample of 200 Senior Secondary school teachers will be taken from NCR.

Sampling technique: Purposive Sampling

Target population: The target population for the present research will be the SeniorSecondary Teachers in NCR region.

4.5 Exclusion and Inclusion Criteria:

Included sample will be senior-secondary teachers who teach students and are part of academic team. Excluded sample will be those who are not senior –secondary teachers like the one who are teaching colleges, administrative staff or those are part of academic team but they are not teaching, e.g. : Principal of the school.

4.6 Operational Definitions:

- ***Self-Efficacy:*** It indicates an individual's belief in his/her potential to execute behaviors that are necessary to produce specific performance attainments. (Bandura, 1977). It reflects one's confidence in the ability to exert control over one's own behavior and its outcome.
- ***Adjustment:*** Adjustment is the ability to adapt to changes in physical, occupational, and social environment.
- ***Job satisfaction:*** It is the positive attitude of an employee towards his/her work. It is the response of liking or disliking the work itself and the associated rewards.

4.7 Research Design:

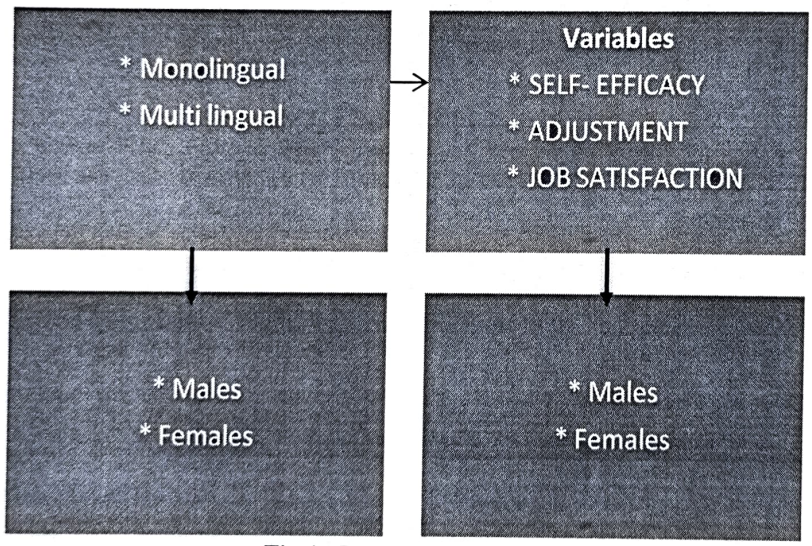

Fig 1: *Design of the Study*

Source: Self

Comparative analysis will be used to assess the difference between monolingual and multilingual senior-secondary teachers on the variables of self-efficacy, adjustment, and job satisfaction.

Further, to find out which linguistic style (Monolingual and Bilingual) affects the different variables of self-efficacy, adjustment and job satisfaction most, the Regression analysis will also be done.

Linear Regression will also be done to assess the role of multilingualism as a mediating factor in self-efficacy, adjustment, and job satisfaction of senior secondary school teachers.

The differences, if any, between male and female teachers on the three variables will also be assessed

4.8 Research Tools:

The following tools will be used for the present research:

1. Mangal Teacher Adjustment Inventory by S.K. Mangal **(Searching for more similar tools and also looking for validation).**
2. Self-Efficacy scale for Teachers by Sushma Talesara and Farzana Irfan.
3. Teacher's Job Satisfaction Scale by Nidhi Madan and Umender Malik
4. Demographic Data Sheet

Description of Tools:

1. **Teacher Adjustment Inventory:** It is designed by S.K. Mangal in the year 2007, to measure adjustment of teachers of both sexes. It contains 253 items which are classified in five fields – adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction. It was standardized on 1217 teachers (714 males and 503 females belonging to 100 high schools). The reliability of this scale is 0.99 and validity is 0.97.

2. **Self –Efficacy scale for Teachers:** This scale was constructed by Sushma Talesara and Farzana Irfan in 2008. It consists of 26 items. It can be administered on Senior Secondary Teachers. The reliability of this scale is 0.72 and validity is 0.68.

3. **Teacher's Job Satisfaction Scale:** This scale was constructed by Nidhi Madan and Umender Malik in 2015. It consists of 35 items divided into two dimensions- i) Intrinsic ii) Extrinsic. It was standardized on Senior Secondary School Teachers. The reliability of this scale is 0.89 and validity is 0.89.

4. **Demographic Data Sheet:** This sheet will be comprised of demographic details such as age of the person, working experience, family background, gender and socioeconomic strata of the senior-secondary teachers.

4.9 Statistical analysis of data:

a) Descriptive analysis

b) Comparative analysis

c) Regression analysis

For the purpose of analysis of the results descriptive analysis, comparative analysis and regression analysis will be done. For descriptive analysis, mean and standard deviation will be calculated. For comparative analysis, t value will be assessed and for regression, analysis will be done to observe which variable has maximum impact on the outcome as well as to assess the role of multilingualism as a mediating factor. The analysis will be done using SPSS 23.

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